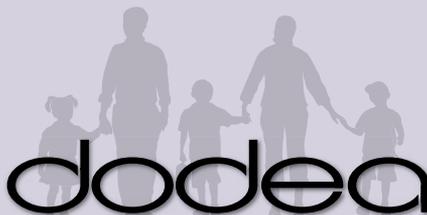


Parents Guide To

KINDERGARTEN

Instruction



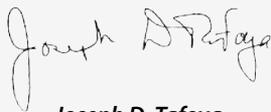
Message from the Director

Dear Parents:

The Department of Defense Education Activity (*DoDEA*) is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas—reading/language arts, mathematics, science, and social studies—at the kindergarten level. These expectations are aligned with the kindergarten curriculum that is used by the classroom teacher for daily instruction. The booklet also provides examples of what your child is learning in the classroom, and what he or she should know and be able to accomplish upon exiting kindergarten. In addition, it provides suggestions and tips on how you can help your child at home.

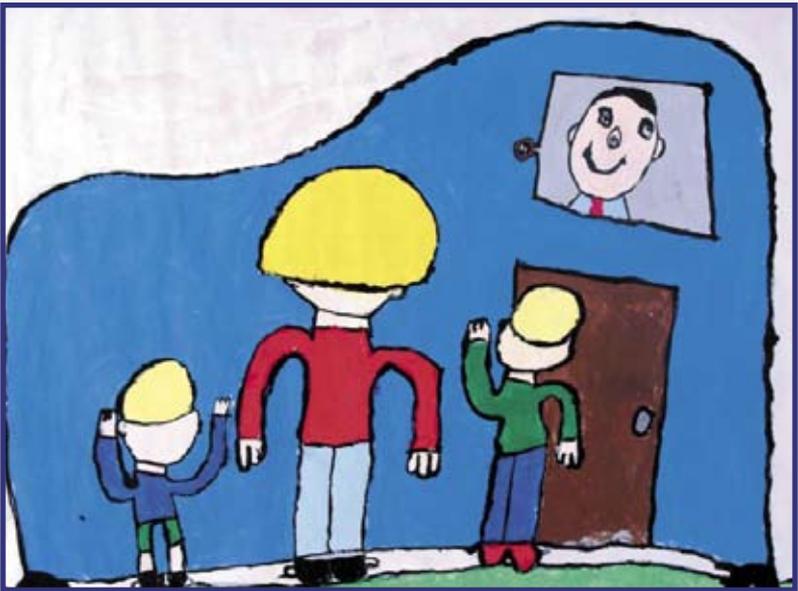
I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in kindergarten. Working together, we can ensure his or her success and start him or her down the path to life-long learning.



Joseph D. Tafoya
Director

Department of Defense Education Activity

Welcome to Kindergarten



*Kyle Cribbs
Tempera, "Daddy's Off to Work"*

Help Your Child Find Success

Children enter school with a natural curiosity for learning and exploring their world. According to *America's Children 2000*, 66 percent of children entering kindergarten were able to recognize letters, and 29 percent knew the sounds made by letters that began words. Understanding what is expected of a child at developmental intervals assists parents and educators in setting standards of learning. The Department of Defense Education Activity (**DoDEA**) sees your child as a unique individual who will learn at his or her own pace. To give us guidelines on what is appropriate for a child this age, we have developed high academic standards based on those established by national educational organizations. Standards show you, the parent, what your child needs to learn year by year. Through standards, you can see how your child is progressing in the educational setting and recognize what he or she needs to do to improve. This booklet reflects DoDEA's content standards. To view the complete standards, please refer to K-12 Educational Programs under Instruction on the DoDEA Web page: www.dodea.edu.

Basically, all children follow the same development pattern (*e.g., they learn to crawl before they learn to walk*), but they have different growth rates (*e.g., one may talk at two, one at three*). Learning experiences should be meaningful and relevant, helping children make connections between what is being taught and their own life and experiences. DoDEA's programs reflect a safe and nurturing environment that encourages a child's physical, social, emotional, intellectual, and language development. Thus, when you come into an early childhood classroom, you'll see teachers using familiar objects and conducting activities similar to those you do at home. Making a connection between school learning and home helps a child accept the challenges of learning new information.

The transition to kindergarten is an exciting but challenging experience in a child's life. Given the importance of making a connection to learning at this age, parents need to take active roles in their children's education. As a parent, you can guide your child in exploring and drawing from his or her educational experiences and applying this knowledge to his or her daily life outside of the classroom. In coordination with the classroom teacher, you can provide challenging opportunities at home that will maximize your child's achievement level. Some of the things you can do:

Talk together

Set aside a time each day to talk with your child. Talking together will help improve his or her self-expression, self-esteem, and vocabulary. Listening to your child validates his or her opinions and reinforces his or her importance in your life.

Take Time

Set aside a time and place each day where your child will have the opportunity to interact with learning tools such as books, paper, scissors, and crayons. Let your child explore the world by experimenting with art, copying, and writing. Use and create positive, meaningful family experiences such as family outings or daily activities to link your child to the learning process.

Encourage Curiosity

Create a positive and challenging environment that invites asking questions. Help your child learn about his or her world by providing opportunities that encourage exploring and finding answers to his or her questions.

Read Aloud

Reading is the key to academic success. To become a true reader, your child must develop the habit of reading a lot. Make sure your child has daily contact with books. Students at this age need to be read to, and should have the opportunity to interact with written words, both at home and at school.

Practice reading daily. Start out with very easy books. Read aloud to your child, and then have your child start reading aloud to you as he or she learns the reading vocabulary. If your child has not yet learned to read, then have him or her retell the story in his or her own words. The best indicator of school success is one's ability to read. Present reading as a tool with which your child can discover and explore new worlds. Reading can be fun and entertaining, so model it as a daily routine for the entire family.

Promote Understanding

Children need to understand that what they are learning will have an impact on their daily lives and/or their future. Learning must have value in a child's "real world" to develop the child's motivation to become a life-long learner. Thus, practical experiences that connect learning to the real world are very important. Provide experiences with clocks, money, calendars, and following directions that make this connection.

Review and Reward Schoolwork

Have your child share schoolwork with you, and praise him or her for efforts and successes. Let your child know that learning involves both success and failure. Stress that when we make mistakes, we are still learning.

Be Prepared

Being prepared for school begins the night before. Help your child organize and set out clothes and school materials the night before so he or she will be ready to get to school on time each day.

Stay Involved

For maximum success, parents need to partner with the schools to help their children reach their full potential. Attend school activities and conferences. Talk with your school about a way that you personally can get involved. Children respond when parents take an active role in the educational process.

Physical Activity, Nutrition, and Safety Tips

As a parent, you have an important role in shaping your children's physical activity, nutrition, and safety attitudes and behaviors. Help keep them safe, healthy, and ready to learn. Here are some things you can do.

Give your children active toys and equipment, and take them to places where they can be active. It is recommended that children participate in at least 60 minutes of moderate-intensity physical activity most days of the week.

Plan your children's snacks. Sugary snacks, including fruit juice and soft drinks, can cause tooth decay. Goopy and sticky sweets can result in more damage to teeth because they remain in the mouth longer.

Create a safe home environment. Install smoke detectors in your home and have a home fire evacuation plan. Make sure every family member understands the evacuation plan and then practice it.

Reading and Writing

Reading

Children match sounds to letters and make meaning of written words.

In kindergarten, children will learn phonetic awareness, i.e., the ability to hear and say the separate sounds (phonemes) in words.

You can help by having your child:

- Recognize and name most letters of the alphabet.
- Recognize and say the common sounds of most letters, and write the letter that goes with a spoken sound.
- Tell the beginning and ending sounds of words, such as the d and g sounds in dog.
- Use knowledge of sounds to write a word (*e.g., c-a-t = cat*).
- Make up words that rhyme (*e.g., cat and hat*).
- Blend sounds together to say a whole word (*e.g., b and ack together to say back*).
- Read simple picture-word books.
- Read approximately 20 simple, high frequency “sight words” (*e.g., the, and*).
- Understand stories heard or read by retelling the story.
- Express thoughts and feelings by writing or drawing in a daily journal, or by writing stories or letters.

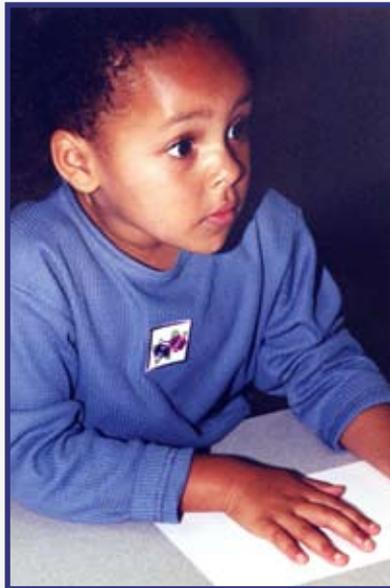
Reading and Writing

Children read books-either independently or with assistance-every day.

It is essential to establish good reading habits at an early age. Children will be encouraged to read when they see their parents or others in their homes regularly enjoying newspapers, magazines, and books.

You can help by having your child:

- Listen to you read aloud to him or her each day.
- Read with you each night for 15 to 20 minutes.
- Hold a book right side up, and turn the pages in the correct direction
- Follow the text with his or her finger, pointing to the word that is being read.
- Discuss and identify characters and the roles they play in a story.
- Use new vocabulary learned from stories and books.



Reading and Writing

Writing

Children write every day, choosing and developing their own topics.

At this level, children will use different means to express themselves. They may use drawings, letter strings, "scribbles" and letter and word approximations. Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, and capitalization. As a result, most of their writing is readable only by themselves-but nonetheless, it is a wonderful and essential step in their ability to gain mastery of writing skills.

You can help by having your child:

- Write his or her name.
- Write the letters of the alphabet.
- Write a letter that goes with a spoken sound.
- Write a word by blending sounds together (e.g., **b-a-t = bat**).
- Write a simple sentence. **[Note: Children at this level generally write words the way they sound, so words may be misspelled.]**
- Make an attempt to read his or her own writing back to you.



Rhea Desilva
Mixed Media, "My Mom"

Mathematics

Numbers and Operations

Students recognize the relationship between numbers and quantities.

Students learn to see numbers in the world around them.

You can help by having your child:

- Recognize and write the numbers 1 through 10.
- Write each numeral, 1 through 10, on cards. Gather items and match a numeral card to the quantity of items gathered.
- Recognize a penny, a nickel, and a dime and their values. Talk about how the coins look (**colors, size, pictures on the coins**) and how much each one is worth. Play pretend games using money such as paying you 5 cents for lunch.
- Play common board games that require counting moves or squares on the board.
- Use objects such as straws or pebbles to show that putting 2 pebbles and 2 pebbles together is 4 pebbles. (**Use up to a total of 10 objects.**)



Mathematics

Algebra

Students sort and order objects according to attributes (shape, color, size).

Students see and identify patterns in everyday life.

You can help by having your child:

- Use picture cards, blocks, or other objects to duplicate a pattern such as boy/boy/girl//boy/boy/girl or yellow/blue/blue/yellow/blue/blue.
- Try to guess what object comes next and explain the reason. Vary the game using objects of different shapes and sizes (**big rock, small rock, big rock, small rock**).
- Listen to songs or rhythms. Clap or tap to copy a pattern that the child hears.
- Talk about everyday objects — how they are alike and how they are different. For example, talk about how a bicycle, a tricycle, and a car all have wheels but each has a different number of wheels.

Geometry

Students name and describe objects and two- and three-dimensional shapes by their position, direction, and distance.

Students begin to see math in the shapes around them.

You can help by having your child:

- Look for shapes around the house, such as squares, rectangles, circles, ovals, triangles, and spheres. Have your child point to them and name the different shapes. Look for shapes on clothing, on the breakfast plate, and on playthings.
- Describe the relationship between objects using words such as top/bottom, over/under, inside/outside, and beside/behind (**the cat is on the top step, but the dog is on the bottom step**).
- Compare and identify whether objects are divided into equal or unequal parts. For example, break one large cookie in half, and then break another one into several unequal pieces. Are two halves the same as one whole?
- Go on a symmetry hunt. Look for pictures or items that can be divided such that each piece is an exact match to the other.

Mathematics

Measurement

Students identify and measure attributes of objects (size, length, weight).

Students use nonstandard units to measure.

You can help by having your child:

- Compare objects by size, length, and weight using a variety of measurement units. Let your child use hands, rulers, string, and the bathroom scale to decide which is bigger or biggest.
- Use the calendar to identify the days of the week, the months of the year, and the seasons. Practice using the concepts of yesterday, today, and tomorrow. Use a large calendar each day, and talk about that day — “Today is Tuesday. Yesterday was Monday. This is the month of April.” Let your child mark off each day with a crayon or pencil.
- Use digital clocks and clocks with hands for minutes and hours to tell time to the hour.

Data Analysis and Probability

Students organize and represent data to formulate a response to a question.

Students learn to “talk” mathematically.

You can help by having your child:

- Sort objects by characteristics such as shape, size, color, and function. Have your child count the family members at home, or use a picture of a group of people. Then ask, “How many have long hair?” “How many have short hair?” “How many have glasses?” and so on.
- Go on a nature walk. Collect small items such as leaves, acorns, and pebbles. Let your child paste them in a bar graph to compare the number of each object. Have your child tell a sibling about the graph and what it means.



Inquiry Skills

Children learn to investigate the world around them by using the processes of scientific inquiry.

Children are naturally curious and will want to explore their world. Their questions can become the basis for conducting simple investigations.

You can help by having your child:

- Ask questions about his or her world.
- Use tools to make observations (*e.g., a magnifying glass, a ruler*).
- Place objects and living organisms into different groups (*e.g., mammals include cats, dogs, monkeys, and human beings*).
- Make interpretations about his or her observations.
- Summarize and share what he or she has observed (*e.g., have your child draw pictures to describe what he or she observed on a nature walk*).

Physical Science

Children investigate the properties of objects and materials.

Children will notice that the natural world continually changes, and they will learn the vocabulary to describe these changes.

You can help by having your child:

- Use his or her senses (*e.g., touch, hearing*) to identify objects.
- Describe objects using physical characteristics such as size, shape, color, and texture (*e.g., help your child plant bulbs and seeds in the garden and describe the different stages of growth*).
- Use descriptive words to explain the movement of objects in relationship to their surroundings (*e.g., fast and slow*).

Life Science

Children study the characteristics of living things.

Children will naturally be interested in other living organisms and ponder questions such as what might happen if certain living things—for example, butterflies, moths, crickets, and worms—no longer existed. They will study how living organisms grow, change, and survive in their own environments.

You can help by having your child

- Compare characteristics of living organisms (e.g., **size, color, coverings, movements**).
- Describe ways that animals satisfy their needs for food, water, and shelter (e.g., **some birds hunt worms to feed their babies**).
- Recognize that all living organisms grow, change, and eventually die.
- Describe changes of living organisms during a life cycle.
- Tell how the environment changes during the year and how it affects plants and animals (e.g., **cold weather results in some birds flying south and some bears sleeping**).

Earth and Space Science

Children identify the properties of Earth's materials.

Children wonder about such things as why the sky is blue, why things fall to the ground, where mountains come from, and how far away stars are in the night sky. They will explore the physical world around them and how it changes over time.

You can help by having your child:

- Describe and name objects in the sky (e.g., **the moon, stars, the sun, planets**).
- Visit a planetarium (**they have lots of exhibits and activities for children**).
- Compare characteristics of day and night.
- Explore properties of Earth's materials such as water and soil (e.g., **liquid/water vs. solid/ice**).
- Note changes in the weather over time (e.g., **fall, winter, spring, summer**).
- Tell how the changes in the environment affect his or her daily life (e.g., **when it's cold outside, he or she has to wear a coat**).

Science and Technology

Children identify simple tools of technology and how to use them in their daily lives.

Children will be interested in the ways that technology affects their lives, such as how buildings are built and how computers work.

You can help by having your child:

- Identify technological tools (*e.g., computers, telephones, VCRs*).
- Tell how technological tools can help people do work and solve problems.
- Design and build structures using blocks, sand, and other materials.

Science in Personal and Social Perspectives

Children learn how a population or environment can change and ways to protect the environment and conserve resources.

Children will learn that observing objects carefully will help with the understanding of their world. They will be able to describe their observations and tell how they can make changes.

You can help by having your child:

- Identify different populations within the school setting and tell how a member can belong to more than one group (*e.g., kindergarten, the school chorus, a soccer team*).
- Tell how he or she can share supplies and reduce waste in his or her school and community.
- Practice conservation at school and at home (*e.g., turn off lights and water faucets*).
- Observe changes in the environment and tell how he or she can help/improve the environment (*e.g., not litter, protect wild animals and their homes, save things that can be used over again*).

Science

History and Nature of Science

Children learn that science is a human effort.

Children will explore how science and technology are used in daily life.

You can help by having your child:

- Identify ways that parents and neighbors use science and technology every day (*e.g., if you have a science-related job or hobby such as repairing cars, birdwatching, or growing a vegetable garden, share your enthusiasm with your child*).



Social Studies

Citizenship

Children learn about good citizenship.

Children will learn the basic principles of living in a democratic society. They will learn how to be cooperative and share by working with others in interest areas, in the cafeteria, in gym, in art and music, and on the playground.

You can help by having your child:

- Identify examples of good citizenship (*e.g., taking turns, sharing, listening, group problem solving*).
- Work with a partner.
- Participate in large group activities as a sharing experience (*e.g., attend a neighborhood picnic*).
- Compromise as a way to cooperate.
- Recognize the American flag as a symbol of the United States.

Culture

Children learn about culture and cultural diversity.

Children will learn about their own family and families in other countries. They will recognize that families vary in size and that families change over time. They will explore ways that the lives of children in different countries are both similar to and different from their own.

You can help by having your child:

- Define and use appropriate vocabulary to describe the family structure (*e.g., grandparent, aunt, uncle, cousin*).
- Identify various types of food, clothing, and money from different cultures (*e.g., attend various cultural events in the community to help your child understand his or her heritage and the heritage of others*).
- Describe customs of specific holiday celebrations.

Social Studies

Time, Continuity, and Change

Children learn how people view themselves in and over time.

Children will learn about the concepts of self and others, and how human beings change as they grow. They will learn about time in relationship to themselves and their activities.

You can help by having your child:

- Identify personal information about himself or herself.
- Recognize people from different times and places (*e.g., share family history with your child using photo albums and memorabilia*).
- Sequence the events of a daily routine (*e.g., talk with your child about the predictable routines of a school day*).

Space and Place

Children learn about their world and where they fit geographically.

*Children will learn where they live in the world and its relationship to other places. They will be able to recognize major features of Earth on a globe (*e.g., mountains, oceans, and landmasses*).*

You can help by having your child:

- Recognize the globe as a model of Earth.
- Understand that maps describe locations and show where people live (*e.g., have him draw or paint a map of your neighborhood and mark where you live, places to go*).
- Use a globe to describe features (*e.g., land, water, mountains*) of Earth.
- Compare/contrast relative locations of people, places, and things (*e.g., near, far, over, under*).

Social Studies

Individual Development and Identity

Children learn about individual development and identity.

Children will learn to recognize their own feelings and how to respond appropriately in different situations.

You can help by having your child:

- Describe how he or she is feeling (*e.g., happy, sad, angry*).
- Show responsibility for his or her own actions (*e.g., express the way he or she feels by using feeling words such as, "I feel sad because..." or "I feel angry because..."*).
- Exhibit friendliness, helpfulness, and thoughtfulness in his or her everyday life.
- Show respect for others.

Individuals, Groups, and Institutions

Children learn about the interaction among individuals, groups, and organizations.

Children will learn how people live together and get along with each other. They will explore the different roles of people in the community.

You can help by having your child:

- Explain the reason for rules and laws (*e.g., cars have to stop at red lights or there will be accidents and people could get hurt*).
- Recognize the need for authority.
- Learn about community helpers (*e.g., have your child identify the different types of jobs, workplaces, tools, uniforms, and vehicles that are associated with them*).
- Relate information gained on community trips with family and school.

Social Studies

Production, Distribution and Consumption

Children learn how people organize for the production, distribution, and consumption of goods and services.

Children will identify the basic needs of families and understand that families make or buy some of their needs. They will distinguish the difference between a “want” and a “need,” and they will recognize that wants are not necessary for people to live.

You can help by having your child:

- Tell the difference between a need and a want in the distribution of goods (*e.g., needs are things-such as food-that we must have to live, and wants are things-such as a toy-that we would like to have/buy*).
- Participate in activities that require a division of jobs (*e.g., chores at home*).
- Identify the uses of money and how families use money to buy some of their needs.



Social Studies

Power, Authority, and Governance

Children learn how people create and change structures of power and authority.

Children will understand that school rules are necessary for order and fairness as well as for safety and health. They will identify rules in and around the school, and recognize the consequences of not following school rules.

You can help by having your child:

- Explain the responsibilities of students at school.
- Identify rules at school.
- Describe the consequences of breaking rules.

Science, Technology, and Society

Children learn about the relationships among science, technology, and society.

Children will explore Earth's different environments, and will understand how to take care of the earth and its people and animals. They will identify litter and learn how to recycle objects. They will discover that people and societies all over the world use technology.

You can help by having your child:

- Read books about the different environments on Earth (*e.g., deserts, rain forests, the South Pole*) and the people and animals that live in those environments.
- Recycle, reduce litter, and reuse recyclable items.
- Explore the uses of technology (*e.g., computers, answering machines*).

Social Studies

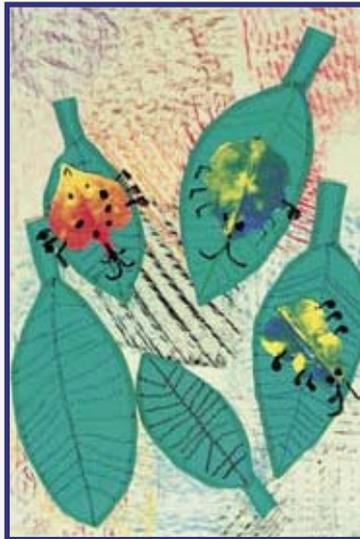
Global Connections

Children learn about global connections and interdependence.

Children will explore how their classroom and school are made up of individuals of diverse backgrounds.

You can help by having your child:

- Develop friendships with people of various backgrounds.
- Develop and use skills to communicate with individuals and groups (*e.g., if you live or travel in a foreign country, help your child learn key words in that country's language*).
- Participate in activities with people from diverse backgrounds (*e.g., take part in community cultural events*).



*Sarah Lynch
Mixed Media, "Untitled"*

Appendix

Resources for Children

Read-Aloud Books

Fiction

- Cheyette-Lewis, Wendy. *Raindrop, Plop!* New York: Penguin Group, 2004.
- Corey, Shana. *Players in Pigtails*. New York: Scholastic, 2003.
- Cushman, Doug. *Space Cat*. New York: HarperCollins, 2004.
- French, Jackie. *Too Many Pears!* Long Island City, NY: Star Bright Books, 2003.
- Griffin, Andrea. *Dig!* Orlando, FL: Silverwhistle/Harcourt, 2004.
- Sierra, Judy. *Wild About Books*. New York: Random House, 2004.
- Smith, Janice Lee. *Jess and the Stinky Cowboys*. New York: Penguin Group, 2004.
- Stanley, Diane, *The Giant and the Beanstalk*. New York: HarperCollins, 2004.
- Uegaki, Chieri. *Suki's Kimono*. Tonawanda, NY: Kids Can Press, 2004.
- Vaughan, Marcia K. *Up the Learning Tree*. New York: Lee & Low Books, 2003.
- Weeks, Sarah. *If I Were a Lion*. New York: Simon & Schuster, 2004.
- Wilcox, Leah. *Falling for Rapunzel*. New York: Penguin Group, 2003.
- Zhiyuan Chen. *Guji Guji*. La Jolla, CA: Kane/Miller Book Publishers, 2004.

Nonfiction

- Brenner, Barbara. *One Small Place by the Sea*. New York: HarperCollins, 2004.
- Brown, Don. *Kid Blink Beats the World*. Minneapolis, MN: Lerner Classroom, 2004.
- Ghigna, Charles. *Animal Tracks: Wild Poems to Read Aloud*. New York: Harry N. Abrams, 2004.
- Moss, Marissa. *Mighty Jackie, the Strike Out Queen*. New York: Simon & Schuster, 2004.
- Patent Hinshaw, Dorothy. *The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog*. New York: Walker & Co., 2004.
- Sobol, Richard. *An Elephant in the Backyard*. New York: Penguin Group, 2004.

Resources for Children

- Turner, Pamela S. *Hachiko: The True Story of a Loyal Dog*. Boston: Houghton Mifflin Co., 2004.

Recommended Reading Websites

- Billy Bear's Alphabet Game — <http://www.billybear4kids.com/games/online/alphabet/abc.htm> — Alphabet games.
- Buddy's Bearded Collie Literacy Notebook — <http://www.skyline.net/~scarfone/buddy.htm> — Reading and writing activities.
- Child Fun — <http://www.childfun.com/themes/letters.shtml> — Alphabet games and activities.
- Magic School Bus — <http://www.scholastic.com/magicschoolbus/home.htm> — Activities for children.
- PapaJan — <http://abc-read.com/write.html> — ABCs of reading.
- Talespin — <http://www.pitara.com/talespin/folktales.asp> — Children's folktales and stories.
- United States Department of Education — <http://www.ed.gov/pubs/CompactforReading/index.html> — Materials for families to ensure children have good reading skills; includes 400 activities for K–3 students.
- United States Department of Education — <http://www.udel.edu/ETL/RWN/Encourage.html> — Reading and writing activities.
- United States Department of Education — <http://www.ed.gov/pubs/CompactforReading/tablek.html> — Features 100 reading and literacy activities appropriate for kindergartners.
- University of Florida — <http://web.uflib.ufl.edu/cm/africana/children.htm> — African children's literature.

Read-Aloud Mathematics Books

- Arenson, Roberta. *One, Two, Skip A Few!: First Number Rhymes*. Cambridge, MA: Barefoot Books, 2000.
- Baker, Keith. *Meet Mr. And Mrs. Green*. San Diego, CA: Harcourt Trade Publishers, 2004.
- Barbier Mcgrath, Barbara. *M&M's Brand Counting Book*. Watertown, MA: Charlesbridge Publishing, 2004.
- Bulloch, Ivan. *Shapes*. New World Publications, 2002.

Resources for Children

- Dodd, Emma. *Dog's Colorful Day: A Messy Story About Colors And Counting*. New York: Penguin Group, 2000.
- Duke, Kate. *One Guinea Pig Is Not Enough*. New York: Penguin Group, 2001.
- Falwell, Cathryn. *Feast For 10*. Boston: Houghton Mifflin Co., 2003.
- Glass, Julie. *Counting Sheep*. New York: Random House, 2000.
- Lee, Chinlun. *Very Kind Rich Lady And Her One Hundred Dogs*. Cambridge, MA: Candlewick Press, 2003.
- Murphy, Stuart J. *Mighty Maddie*. New York: HarperCollins, 2004.
- Rathmann, Peggy. *10 Minutes Till Bedtime*. New York: Penguin Group, 2001.
- Schafer, Kevin, *Penguins 123*. Minneapolis: Northword Books, 2004.
- Slate, Joseph. *Miss Bindergarten Celebrates The 100Th Day Of Kindergarten*. New York: Penguin Group, 2003.
- Swinburne, Stephen R. *Lots And Lots Of Zebra Stripes: Patterns In Nature*. Honesdale, PA: Boyds Mills Press, 2001.
- Wadsworth, Olive A. *Over In The Meadow: A Counting Rhyme*. New York: North-South Books, 2003.
- Wellington, Monica. *Apple Farmer Annie*. New York: Penguin Group, 2004.
- Wood, Audrey. *Napping House*. San Diego, CA: Harcourt Trade Publishers, 2005.

Recommended Mathematics Websites

- Education by Design Kids Activities — <http://www.edbydesign.com/kidsact.html> — Online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.
- Eisenhower National Clearinghouse — <http://www.enc.org/professional/timesavers/lessonplans/math/0,1544.1%2DCounting.00shtm> — Math activities.
- Everyday Mathematics — <http://www.everydaymath.com> — Games and activities to build math knowledge.
- Kids Math Syvum Book — <http://www.syvum.com/math/arithmetic/level1.html> — Arithmetic problems and math exercises for kids.

Resources for Children

- Math Cats Magic Chalkboard — <http://www.mathcats.com/> — Math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.
- Math Is Fun — <http://www.mathisfun.com/> — Math games and activities you can play with your child to help in understanding numbers and math concepts.
- Quia Mathematics Activities — <http://quia.com/dir/math> — Activities to practice addition, subtraction, multiplication, division, and rounding.
- Teach R Kids Math — <http://www.teachrkids.com/> — Math for elementary school kids.
- United States Department of Education — <http://www.ed.gov/parents/academic/help/math/index.html> — Fun activities to strengthen math skills and build a positive attitude toward math.

Read-Aloud Science Books

- Bauer, Marion Dane. *Clouds*. New York: Simon & Schuster, 2004.
- Bauer, Marion Dane. *Rain*. New York: Simon & Schuster, 2004.
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- Bourgeois, Paulette. *Garbage Collectors*. Tonawanda, NY: Kids Can Press, 2004.
- Brown, Margaret Wise. *The Dirty Little Boy*. Tarrytown, NY: Marshall Cavendish, 2005.
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- Ghigna, Charles. *One Hundred Shoes: A Math Reader*. New York: Random House, 2002.
- Lobb, Janice. *Splash! Splish!: Why Do We Wash?* New York: Larousse Kingfisher Chambers, 2002.
- Mitchell, Melanie. *Butterflies*. Minneapolis, MN: Lerner Classroom, 2003.
- Nelson, Robin. *From Sea to Salt*. Minneapolis, MN: Lerner Classroom, 2004.
- Pollack, Pam. *Chickens on the Move*. New York: Kane Press, 2002.
- Rockwell, Anne. *Becoming Butterflies*. New York: Walker & Co., 2004.
- Taus-Bolstad, Stacy. *From Clay to Bricks*. Minneapolis, MN: Lerner Classroom, 2003.

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- Wells, Rosemary. *Germ Busters*. New York: Hyperion Press, 2002.
- Winer, Yvonne. *Frogs Sing Songs*. Watertown, MA: Charlesbridge Publishing, 2003.
- Zemlicka, Shannon. *From Egg to Butterfly*. Minneapolis, MN: Lerner Classroom, 2003.
- Zemlicka, Shannon. *From Tadpole to Frog*. Minneapolis, MN: Lerner Classroom, 2003.

Recommended Science Websites

- About.com The Human Internet - <http://kidscience.miningco.com/msub15.htm> - science/nature for kids.
- Canadian Broadcasting Corporation (CBC) - <http://www.cbc4kids.ca/general/time/default.html> - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.
- Disney Family Page - <http://family.go.com> - activities, learning opportunities, parenting techniques, and more.
- Early Childhood Math and Science Activities - http://members.tripod.com/~Patricia_F/mathscience.html - science and math activities for ages 3 to 10.
- The Franklin Institute Online - <http://www.fi.edu/tfi/activity/> - science activities for children 5-12 years of age.
- National Geographic.com - <http://www.nationalgeographic.com/kids/index.html> - games, activities, and articles for children.
- NASA's Space Science Activities for Students - <http://www.nasa.gov> - space science activities for elementary students.
- Science Nature for Kids - <http://kidscience.about.com/cs/theenvironment/> - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.
- The Science Spiders - <http://www.sciencespiders.com/TheScienceSpiders/default.htm> - science books and activities for children ages 3 to 10.
- Sesame Street - www.sesameworkshop.org - includes safety tips for kids, family activities, health information, children's education, and parenting tips.
- United States Department of Education - <http://www.ed.gov/80/pubs/parents/Science/index.html> - Helping Your Child Learn Science.

Resources for Children

- United States Department of Education - <http://www.ed.gov/pubs/parents/Science/Introduction.html> - ways to help children learn science.
- Yahoo - http://www.yahooligans.com/Science_and_Nature/ - links to science websites for kids.
- 2think.org - <http://www.2think.org/hycls.shtml> - Helping your Child Learn Science.

Read-Aloud Social Studies Books

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- Crews, Nina. *One Hot Summer Day*. New York: Greenwillow Books, 1995.
- Dorros, Arthur. *Abuela*. New York: Dutton Children's Books, 1991.
- Ehler, Lois. *Mole's Hill: A Woodland Tale*. San Diego, CA: Harcourt Brace, 1994.
- Fanelli, Sara. *My Map Book*. New York: HarperCollins, 1995.
- Feldman, Eve B. *Birthdays! Celebrating Life Around the World*. Mahwah, NJ: Bridgewater Books, 1996.
- George, Lindsay Barrett. *Around the Pond: Who's Been Here?* New York: Greenwillow Books, 1996.
- Gibbons, Gail. *The Seasons of Arnold's Apple Tree*. San Diego, CA: Harcourt, Brace Javanovich, 1984.
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- Reisner, Lynn. *The Surprise Family*. New York: Greenwillow Press, 1994.
- Schwartz, Amy. *Annabelle Swift, Kindergartner*. New York: Macmillan Publishing Co., 1988.
- Senisi, Ellen. *Kindergarten Kids*. New York: Scholastic, Inc., 1994.
- Slate, Joseph. *Miss Bindergarten Gets Ready for Kindergarten*. New York: Dutton's Children's Books, 1996.
- Sweeney, Joan. *Me on the Map*. New York: Crown Publishers, 1996.

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Recommended Social Studies Websites

- Early Childhood Social Studies — http://patricia_f.tripod.com/ssmotor.html — Large collection of activities to help young children learn about themselves and the world in which they live.
- Explorations 4 Kids — <http://www.gomilpitas.com/homeschooling/explore/activism.htm> — A directory of Web sites for learning.
- Fun Social Studies — <http://www.funsocialstudies.com/> — A child-friendly environment for learning social studies, with articles and links primarily aimed at children from 7 to 12.
- National Geographic — <http://www.nationalgeographic.com/kids/> — Games, contests, articles, and activities.
- National Geographic Xpedition — <http://www.nationalgeographic.com/xpeditions/hall/index.html> — An interactive “museum” that takes children on geography journeys.
- National History Museum: London — <http://www.nhm.ac.uk/interactive/index.html> — Exhibits and activities, as well as research projects, features, and related sites.
- United States Department of Education — <http://www.kidsource.com/kidsource/content/history.html> — Activities to help children from 4 to 11 learn history.
- The Wagon Train — <http://www.siec.k12.in.us/~west/proj/lincoln/> — A picture gallery, an Internet treasure hunt, and class activities.
- Yahoooligans — http://www.yahoooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore — A mythology and folklore site.



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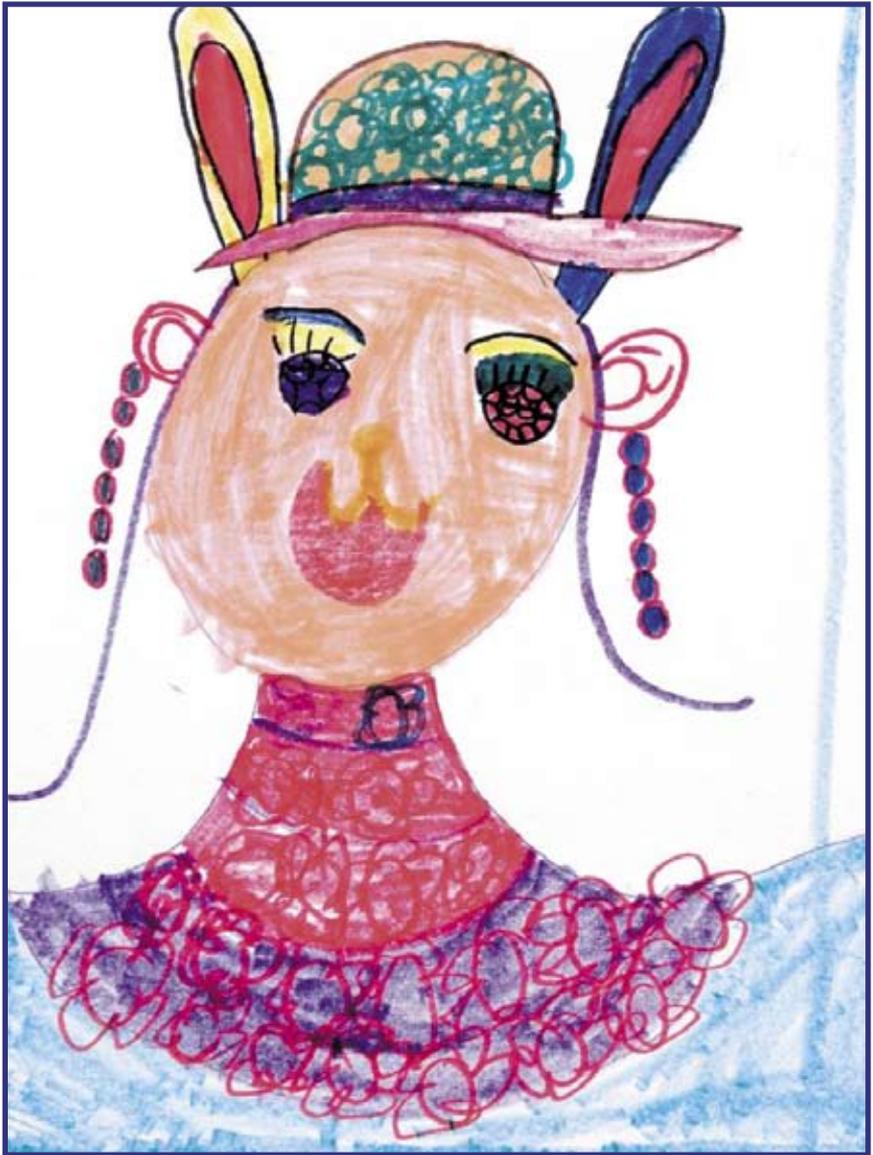
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- "Continuing on Track... As Your Child Grows and Learns." Child Trends. <http://www.childtrends.org>, accessed 10 August 2001.
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